DOCUMENT RESUME

ED 392 198 EC 304 629

TITLE	Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.
INSTITUTION	ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Dec 95
CONTRACT	RR93002005
NOTE	6p.; For the companion digest, see EC 304 628.
AVAILABLE FROM	ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
PUB TYPE	Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Clearinghouse Products (071)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Beginning Reading; Internet; *Learning Disabilities; Organizations (Groups); Primary Education; *Reading Instruction; Scholarly Journals; Teaching Methods

ABSTRACT

This annotated bibliography and resource guide lists 29 references concerning reading instruction of young children with learning disabilities. Items include articles, books, and research reports, dating from 1988 through 1994. Items are listed alphabetically by author. Each listing includes bibliographic information and a brief abstract describing the item's contents or reporting major findings. Also included are a list of four relevant journals; five organizational resources; and several Internet resources including listservs, an electronic newsletter, newsgroups, and sites on the World Wide Web. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 392 198

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540.

EC304629

ERIC

Clearinghouse on Disabilities and Gifted Education
THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive • Reston, VA 22091-1589
1-800-328-0272 • 703-264-9474 • FAX 703-264-9494

ERIC Minibib

December 1995

Readings and Resources About Reading Instruction for Young Children with Learning Disabilities

Companion Mini-Bibliography to ERIC Digest #E540

Adams, M. J. (1990). Beginning to read: Thinking and learning about print. The MIT Press, 55 Hayward St., Cambridge, MA 02142. 494pp.

Drawing on an array of research on the nature and development of reading proficiency, this book argues that educators need not remain trapped in the phonics versus teaching-for-meaning dilemma and offers instructional alternatives. The book proposes that phonics can work together with the whole-language approach to reading and provides an integrated treatment of the knowledge and processes involved in skillful reading, the issues surrounding their acquisition, and the implications for reading instruction. The book stresses the importance of preschool language and literacy experiences and includes descriptions of those that will best prepare children for reading instruction.

Blachman, B. A. (1991). Early intervention for children's reading problems: Clinical applications of the research in phonological awareness. *Topics in Language Disorders, 12*(1), 51-65. UMI*

This article reviews research on training phonological awareness in kindergarten and first-grade children and describes research-based intervention and assessment activities applicable to classroom and clinical settings. Intervention applications include categorization activities, phoneme segmentation, and metalinguistic games.

Brady, S. et al. (1994). Training phonological awareness: A study with inner-city kindergarten children. *Annals of Dyslexia, 44*, 26-59. UMI*

Inner-city kindergarten children (n=24) were given an 18-week phonological awareness training program, that incorporated auditory and articulatory techniques for fostering metaphonological development. Compared to controls, subjects had greater gains in phonological awareness at the end of kindergarten and had a trend toward better reading skills in first grade.

Cunningham. P. M., & Allington, R. L. (1991). Words, letters, sounds, and big books: A beary good approach. *Learning, 20*(2), 91-92, 94-95. UMI*

Describes how primary teachers can use decoding strategies within a literature-based, whole-language setting. A three-stage approach involves the book stage (real reading), the word stage (learning words), and the letter-sound stage (learning sounds). The article provides sample activities.

Curtin, J. (1993). The effectiveness of the reading recovery program on reading achievement. (ED363863) 12p. ERIC Document Reproduction Service (EDRS)**

A study examined the effect of the Reading Recovery program on the reading achievement of first-grade students. Subjects, 60 third-grade students in a Chicago public school with 97% Hispanic and 3% White student population, completed the Iowa Tests of Basic Skills. Test scores for the 30 students who were tutored using Reading Recovery lessons in first grade were compared to the scores of the 30 students who were not tutored. Results indicated that the students tutored in Reading Recovery did not obtain significantly different reading achievement gains compared to those students who received only classroom instruction. Findings affirm the goals of the Reading Recovery program, which are to assist the lowest reading achievers in first grade to reach the median of their class and to maintain the rate of gain.

Dudley, Marling C. (1989). The role of parents in children's literacy development: Collaborating with parents of exceptional children. *Pointer, 33*(4), 16-19. Heldref Publications, 1319 18th St. NW, Washington, DC 20036-1802.

This paper discusses several strategies for promoting literacy, which teachers can share with parents of exceptional children who are having difficulty learning to read and write. Strategies include: reading aloud to children, modeling reading behavior, writing to and with children, and responding to children's reading and writing.

Dyck, N. J. (1991). Phonological awareness for reading success. *Beyond Behavior, 2*(1), 24. The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Noting recent research studies identifying phonological awareness ability in kindergarten as a powerful predictor of reading success, this article offers specific suggestions for developing phonological awareness.

Foster, K. C. (1994). Computer administered instruction in phonological awareness: Evaluation of the DaisyQuest program. *Journal of Research & Development in Education, 27*(2), 26-37. UMI*

DaisyQuest is a computer program that teaches and provides practice in synthetic and analytic phonological skills. Researchers found young children trained on DaisyQuest had significantly greater phonological awareness gains than children without training. Children trained on a more developed version significantly outperformed a matched group on three phonological awareness measures.

Gould, T. S., & Stern, M. (1994). 30+ Games to get ready to read: Teaching kids at home and in school. Walker & Company, 435 Hudson St., New York, NY 10014. 171pp.

Intended for use with youngsters eager to begin reading as well as reluctant starters, this book is filled with time-tested, entertaining, and simple games that build on children's curiosity

and sense of fun to teach reading skills. This book contains a brief introduction outlining the methods and goals of the reading games and instructions on how to play over 30 games. Games are based on proved favorites such as "Go Fish," "Bingo," "Lotto," and "Concentration."

Groff, P. (1991). Teachers' opinions of the whole-language approach to reading instruction. *Annals of Dyslexia, 41*, 83-95. UMI*

First-grade and second-grade teachers (N=275) were surveyed concerning their knowledge about and attitudes toward the whole-language approach to reading instruction. Findings suggest that many teachers are not persuaded that the whole language approach is to be preferred over other methods such as intensive phonics instruction or basal reading instruction.

Hall, E. A. (1991). An examination of the process of teaching reading to learning disabled children: Vygotskian perspectives. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, Apr. 3-7, 1991). (ED336894). ERIC Document Reproduction Service (EDRS)**

The process of teaching reading to 12 second- and third-grade learning-disabled children was investigated in mainstream classrooms and resource rooms. The study focused on how the process of achieving intersubjectivity in a routine task like reading takes place and how the construction of intersubjectivity (referred to as scaffolding) can vary as a result of the teacher norms being brought to the task. Transcripts of teacher-child interaction were coded according to Vygotskian principles. Resource teachers were found to apply these principles more consistently than mainstream teachers. As a result, resource teachers had longer interactions with children in which they made more adjustments that catered to a reader's zone of proximal development. Students in resource rooms were also more likely to have successful reading episodes and were more likely to initiate interaction. It is concluded that resource room teacher-child interactions were longer because mainstream teachers persisted in the use of the recitation model of teaching to a greater extent than did resource teachers, and because mainstream classroom settings used a more hierarchical physical arrangement of space and the teacher's position.

Hurford, D. P. (1994). Early identification and remediation of phonological-processing deficits in first-grade children at risk for reading disabilities. *Journal of Learning Disabilities, 27*(10), 647-59. UMI*

Assessment of 486 first-quarter first graders identified 99 children as being at risk for reading difficulties, half of whom then received a phonological processing intervention. Results support the early identification of children at risk for reading difficulties and the effectiveness of the phonological processing intervention.

Jenkins, R. (1994). Facilitating development of preliterate children's phonological abilities. *Topics in Language Disorders, 14*(2), 26-39. UMI*

This article from a theme issue examines the relationships between emergent literacy skills and phonological awareness in preliterate children. A developmental model for facilitating literacy development is presented. Suggestions for enhancing metaphonological skills and a checklist for the early identification of young at-risk children are offered.

Love, H. D., & Litton, F. W. (1994). *Teaching reading to disabled and handicapped learners.* Charles C. Thomas, 2600 S. 1st St., Springfield, IL 62794-9265. 252pp.

This book addresses issues surrounding the teaching of reading skills to students who have been diagnosed as having one or more disabilities that affect their learning processes. Various conditions teachers might encounter in students are described, and their impact on reading skills is discussed. Methods of assessing a student's reading readiness are then discussed, followed by a survey of developmental reading methods and materials, including the VAKT approach, Corrective Reading, the Rebus Reading Program, Distar, Edmark, Orton-Gillingham and Cloze, and other methods.

Masland, R. L., & Masland, M. W. (Eds.). Preschool prevention of reading failure. York Press, Inc., 2712 Mt. Carmel Rd., Parkton, MD 21120. 240pp.

This book of 11 author-contributed chapters is a product of a symposium concerned with early recognition and remediation of deficiencies that lead to failure to learn to read. All papers stress that reading is a linguistic activity with the vast majority of dyslexia-prone children having a deficiency in basic spoken language skills in the preschool years. Chapters are organized into sections concerned with prediction of reading failure, intervention, ongoing studies, and retrospect.

Mason, J. M. et al. (1992). Toward an integrated model of early reading development. Technical Report No. 566. (ED350595). ERIC Document Reproduction Service (EDRS)**

A longitudinal study examined the contributions of early language ability, home characteristics, and merging knowledge about literacy to children's later decoding and comprehension ability. The study followed 127 children from the beginning of kindergarten to the end of grade 3 (when 83 were left). Subjects attended schools in a small, rural, midwestern town or a low-income area of a small midwestern city. Results indicated that: (1) individual differences in decoding ability have little effect on children's reading comprehension, and vice versa; (2) early language understanding predicts reading comprehension; (3) emerging knowledge about reading predicts subsequent decoding ability; (4) children's early interest in and involvement in literacy predicts gains in reading and (5) home problems had a negative prediction on reading. Findings suggest support for integrating cognitive processing models, developmental models, and social constructivist models.

Morrison, D. et al. (1988). Screening for reading problems: The utility of SEARCH. *Annals of Dyslexia, 38*, 181-92pp. UMI*

The accuracy of SEARCH, a screening instrument for identifying children at risk for developing learning disabilities, was evaluated with 1107 kindergarten children. Children identified as at risk were of average intelligence. SEARCH scores were significantly correlated with sequential and simultaneous information processing skills. SEARCH predicted adequacy of preacademic reading skills with 77% accuracy.

O'Connor, R. E. (1993). Teaching phonological awareness to young children with learning disabilities. *Exceptional Children, 59*(6), 532-46pp. UMI*

Forty-seven children (ages 4-6) with language impairments were assigned to receive training in one of three categories of phonological tasks (rhyming, blending, and segmenting) or a control group. Subjects made significant progress in each experimental category, but demonstrated little or no generalization within a category or between categories.

Palardy, J. M. (1991). Four "teachable" reading readiness skills. *Reading Improvement, 28*(1), 57-60pp. UMI*

Reviews selected instructional procedures in the four reading readiness skills that can be taught and learned: auditory discrimination, auditory comprehension, visual discrimination, and visual memory. Stresses that readiness skills are requisite to reading skills.

Palincsar, A. S., & Klenk, L. (1992). Fostering literacy learning in supportive contexts. *Journal of Learning Disabilities, 25*(4), 211-25pp. UMI*

This paper focuses on enhancement of literacy skills of young children with learning disabilities, through intentional learning, reciprocal teaching, and redefining the contexts of early literacy learning. Research results show that children benefit from strategy instruction occurring within classroom cultures that support collaborative discourse, flexible application of comprehension strategies, and meaningful literacy opportunities.

Pressley, M., & Rankin, J. (1994). More about whole language methods of reading instruction for students at risk for early reading failure. *Learning Disabilities Research & Practice*, 9(3), 157-68. UMI*

This literature review contends that whole-language approaches to reading are not well supported by scientific analyses of reading and reading instruction. The paper argues that whole language is not the preferred approach of outstanding primary and special education teachers, who favor instruction that balances decoding instruction and development of meaning-making competencies.

Reutzel, D. R., & Fawson, P. (1991). Literature webbing predictable books: A prediction strategy that helps below-average, first-grade readers. *Reading Research and Instruction, 30* (4), 20-30pp. UMI*

Examines the effect of using a literature webbing strategy lesson and predictable books with 22 below-average first-grade readers. This article finds that the literature webbing strategy lesson was significantly more helpful in improving below-average readers' comprehension as measured by miscues in oral reading and answers to comprehension questions than was a directed listening/reading thinking approach.

Ross, S. M. et al. (1994). Using "Success for All" to restructure elementary schools: A tale of four cities. (ED373456) ERIC Document Reproduction Service (EDRS)**

The Success for All (SFA) program was designed as a K-3 preventive and intensive intervention for students at risk of failing to learn to read for the purpose of bringing every student to grade level in reading by third grade. Key program elements include individualized tutoring, regrouping across grades into homogeneous reading classes, smaller reading classes, family support, and a comprehensive reading program. This paper presents findings of a study that examined the effects of the SFA program on student reading achievement in four cities. Specifically, the study sought to assess student achievement when the SFA program is introduced in settings geographically removed from program developers. A comparison of individual reading test results with those of matched control groups indicated advantages at three of the sites, with particular advantages for the lowest-achieving 25 percent of students relative to their control counterparts at all four sites. Results also indicate that the SFA program can be replicated at distant locations with limited monitoring by program developers.

Sawyer, D.J. & Butler, K. (1991). Early language intervention: A deterrent to reading disability. *Annals of Dyslexia, 41*, 55-79. UMI*

This paper discusses five language roots of reading: phonology, syntax, semantics, short-term and long-term memory, and auditory segmenting. Teachers are urged to focus early school experiences toward development of these five skills to reduce the incidence or reading difficulties. Specific teaching suggestions are offered.

Sears, S., & Keogh, B. (1993). Predicting reading performance using the Slingerland Procedures. *Annals of Dyslexia, 43*, 78-89pp. UMI*

Longitudinal data from 104 children administered the Slingerland Procedures in kindergarten and achievement tests in later grades found significant relationships between Slingerland measures and reading outcomes, with prediction varying across grades and according to the reading measure used. Listening contributed to reading comprehension but not to word recognition, and visual skills influenced early reading performance.

Sheffield, B. B. (1991). The structured flexibility of Orton-Gillingham. *Annals of Dyslexia, 41*, 41-54. UMI*

This paper discusses a philosophic basis for Orton-Gillingham teaching and demonstrates how features such as multisensory teaching can remediate language problems exhibited by many dyslexic students. Commonalities and differences among the Orton and Gillingham variations are examined.

Thompson, K. L., & Taymans, J. M. (1994). *Development of a reading strategies program: Bridging the gaps among decoding, literature, and thinking skills. Intervention in School and Clinic, 30*(1), 17-27. UMI*

This article describes the Reading Strategies Program, which teaches decoding skills to primary-level students with learning disabilities with a methodology intended to teach children to apply the skills to literature. Cognitive strategies also are used to apply comprehension skills to the material and to write about the material read.

Torgesen, J. K. (1994). Longitudinal studies of phonological processing and reading. *Journal of Learning Disabilities, 27*(5), 276-86. UMI*

A longitudinal (from kindergarten through grade 2) study with 244 children evaluated three hypotheses regarding the causal relationship between phonological processing abilities and reading acquisition. The study found a bidirectional relationship between phonological processing skills and reading skills and stability in individual phonological processing abilities over time.

Vogel, S. A. (1992). *Educational alternatives for students with learning disabilities.* Springer-Verlag, 175 5th Ave., New York, NY 10010. 228pp.

This collection of papers was written to address two purposes: (a) to provide teachers in preservice LD preparation programs with an overview of validated practices that have been proven effective for children with language learning disabilities, and (b) to provide regular education teachers preparing to enter the field or already in the classroom with knowledge about validated teaching strategies so that they can work more effectively in collaboration with an LD consultant.

Journals:

Annals of Dyslexia. Orton Dyslexia Society, Chester Bldg., Suite 382, 8600 LaSalle Rd., Baltimore, MD 21204-2044. 800-222-3123.

Journal of Learning Disabilities. Pro-ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809; 512-451-3246.

Learning Disabilities Research & Practice. Lawrence Erlbaum Associates Inc., 10 Industrial Ave., Mahwah, NJ 07430-2262; 800-926-6579.
Reading Teacher & Reading Research Quarterly. International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139; 800-336-READ

Journals (Special issues):
Reading and Writing Quarterly. Overcoming Learning Difficulties, 9(4), Oct/Dec 1993, Taylor & Francis, Inc./ Hemisphere Publishing Corp., 1900 Frost Rd., Suite 101, Bristol, PA 19007.
Reading & Writing: An Interdisciplinary Journal. The Role of Decoding in Reading Research and Instruction, 5(2), June 1993, UMI*.

*Copies of journal articles available from UMI, Univ. Microfilms International, 500 Sansome St., Suite 400, San Francisco, CA 94111-3219. (800-248-0360)
**Documents with an ED number can also be ordered for a fee through ERIC Document Reproduction Service (EDRS) (800-248-ERIC).

Resources:
Council for Learning Disabilities
P.O. Box 40303
Overland Park, KS 66204
913-492-8755

International Reading Association
800 Barksdale Rd., P.O. Box 8139
Newark, DE 19714-8139
800-336-READ

Learning Disabilities Association of America (LDA)
4156 Library Rd.
Pittsburgh, PA 15234
412-341-1515

National Center for Learning Disabilities (NCLD)
381 Park Ave., South, Suite 1420
New York, NY 10016
212-545-7510

Orton Dyslexia Society
Chester Bldg., Suite 382
8600 LaSalle Rd.
Baltimore, MD 21286-2044
800-222-3123

Internet Resources:

Listservs:

AUTISM — Autism and developmental disabilities
Address: listserv@sjuvm.stjohns.edu
Post to: autism@sjuvm.stjohns.edu

LD-LIST — Learning disability information exhange
Address: majordomo@curry.edu
Post to: ld-list@curry.edu

OURKIDS — Parents of children with developmental delays
Address: our-kids-request@tbag.osc.edu
Post to: our-kids-@tbag.osc.edu

Electronic Newsletter:

Jarrett's Journal—An electronic journal containing disabled/ medical newsbytes, book reviews and features. To subscribe,
send email message to:
listserv@sjuvm.stjohns.edu
In the body of the message, type:
subscribe j-jrnl (yourfirstname yourlastname)

Newsgroups:

K12.ED.SPECIAL
K12.CHAT.TEACHER
K12.LANG.ART
ALT.SUPPORT.LEARNING-DISAB

World Wide Web:

http://www.sped.ukans.edu/
http://www.yahoo.com/society_and_culture/disabilities
http://www.tiac.net/users/poorrich/
http://www.psych.med.umich.edu/web/aacap/
http://www.disabilities.com/links.htm
http://disability.com/cool.html
http://www.dyslexia.com/
http://www.hanen.org/carconn.html
http://psupsena.psu.edu/~1$k%20language-arts (contains lessons plans)
http://ericir.syr.edu (contains lesson plans)

AskERIC Virtual Library

This is a good starting point for educational information on learning disabilities. Included are general information about AskERIC, lesson plans, InfoGuides, ERIC Digests, and many other educational resources. You can also search for "Learning Disabilities" on all of the AskERIC menu items. To access the AskERIC Virtual Library:

Type: gopher ericir.syr.edu
or
Telnet to: telnet ericir.syr.edu

ERIC Digests are in the public domain and may be freely reproduced and disseminated.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RR93002005. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or the Department of Education.